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CONSTRUCTION OF CONTEMPORARY CONTINUOUS PROFESSIONAL EDUCATION: COMPARATIVE DISCOURSE

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Abstract *The article deals with the problem of up-to-date model of professional development training creation in the context of European and Ukrainian educational environments. On the basis of main international and national documents analysis on professional training, the author has generalized international experience and proposed ideas for the effective in-service model construction in the system of professional education of Ukraine. The author grounds the necessity to use the new European in-service scheme in the Ukrainian system of higher education. The problem of lifelong education modernization in the European environment and worldwide deserves future research.*

Key words: *lifelong education, educational environment, continuous professional development, professional competencies.*

Posing the problem in general. Every career or occupation is so complex from the perspective of a knowledge-based society that one lifetime is not enough to effectively master it. Due to the complexity of information today, different degrees of competency should be required for the same jobs depending on the type of production practice. These variations imply that a successful approach to lifelong professional development will assist specialists in identifying those particular professional activities where development is necessary (ideally with reference to practice and student learning) and work with specialists to identify and implement appropriate strategies for supporting such development. [4; 5].

Research and publications analysis.

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career [1].

Our study has demonstrated that the majority of investigations are devoted to teacher professional training in European Union. Thus Goldring E.B., Preston C., Huff J., and Ogiienko O. conceptualized and evaluated professional development for school leaders and administrative workers [5; 9].

C. Day offered the most widely cited definition of continuous professional development (CPD) as: “...all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, specialists ... acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning, and practice [2, p.4]”.

Mette Liljenberg, Daniel Nordholm, and Helene Ärlestig analyzed professional development peculiarities in the countries of Northern Europe. The results of their research show that CPD is the educational infrastructure that mainly emphasizes rational understandings of knowledge and people and practical skills, making it possible for different specialists to carry out their everyday tasks [7]. N. Dempster and D. Beere substantiated the major principles of professional development in the European context [3].

Aim of the research. On the basis of the main international and national documents analysis on CPD, the author aims to generalize international experience and propose general ideas necessary for the implementation into the in-service model in the system of professional education of Ukraine.

Basic investigation material.

All specialists, whether recently certified or very experienced, must overcome obstacles and advance their professional development throughout their careers. People encounter a variety of difficulties while organizing professional development activities, including motivation, the volume of knowledge, resources, and technological advancement. Therefore, there is a widespread belief in the European environment that everyone must comprehend and critically evaluate the strong and weak points in order to determine which areas to focus on for professional development [6]. So, for every specialist considering which area of professional development to pursue, self-assessment is an important decision to start [8]. The self-assessment scheme presented in Table 1 is based on the British Council’s Continuing Professional Development framework.

Table 1- Self-assessment Scheme

Stage of development	Description
1. Awareness	An employee has heard of this professional practice.
2. Understanding	An employee knows what professional practice means and why it's important
3. Engagement	An employee demonstrates competency in this professional practice at work.
4. Integration	An employee demonstrates a high level of competency in this professional practice and this consistently informs what you do at work.

Author's development based on the source [1]

European scholars realize that CPD is a two-way process that comprises both individual interests and needs of an enterprise tied to society. So, as for European governments, new standards for professional development were established bringing a significant change in the way CPD is conceptualized and implemented in knowledge-based communities [13].

Consequently, if the first step in decision-making towards CPD is self-assessment, the second step depends on the enterprise or the society as a whole. The development of a specialist's practical skills (professional competence) is a crucial step in the process of lifetime development competence formation. To put it another way, a specialist might have an extensive theoretical understanding of the production process, but he or she might not be able to put that knowledge to use in the real world [12]. Thus an enterprise requires training such specialists to meet its needs.

In the Ukrainian context, we came to put into practice the idea that CPD should be structured to give specialists new opportunities to create their own interpretations of the production process, examine the most well-known theories, concepts, and modern technologies, support novel methods for engaging in one's own practical work, and participate in the reconstruction of a specific area of the production process based on scientific inquiry [11].

In this manner, evidence-based awareness and CPD are strongly related. We must emphasize that all postsecondary professional education programs currently offered in European nations are designed to help students strengthen their research skills [9]. Professionals with competencies based on evidence are needed throughout

Europe. These experts may carry out their scientific work, arrange and design their professional activities based on the findings of their research, and carry out up-to-date production processes.

At this stage of our research, we investigate those spheres of professional activities that will be needed by a specialist in the context of integration into the European labor market. Taking into account the character and peculiarities of professional activities, Ukrainian scientists include the following components into the system of CPD:

- cognitive block including total knowledge, abilities, skills, and capacity to develop them continuously;
- functional block is connected with the capacities of a specialist to use scientific knowledge and factual material effectively applying them in the decision-making process;
- research block deals with the realization of scientific research in the practical professional activity social block, combined with the environment, society, and social activities (for leaders);
- motivational block, involving internal motivation, interests, and individual choice of a specialist [6; 10].

According to Ukrainian science, separate of these building elements serve as the foundation for each employee's effective professional engagement in the new knowledge-based economy. During seminars, round tables, meetings, etc., educational specialists discussed all the elements of professional skills that operate in the system of basic and in-service education. As a consequence, more than 92% of respondents consider that it is high time to introduce the system of professional development as a component of specialized professional education with a foundation in tertiary institutions like universities and colleges of Ukraine [10].

In order to transform the conventional in-service system to the modern postmodern model, Ukrainian scholars today must recognize the need to first take into account personality requests related to the field of employment. When the individual-based model is implemented into the CPD system, it will be possible to

resolve some very challenging issues in Ukrainian education that have arisen as a result of serious inconsistencies between the need to provide a high level of professional education and the impossibility to address this issue conventionally by simply expanding educational information [11].

In these situations, the emphasis in the CPD process should not be on mastering the necessary volume of information, but rather on the planning of ongoing, individualized intellectual training in which specialists should be able to assess the sufficiency of their knowledge level and identify any professional area weaknesses. Additionally, each employee must comprehend that modern information cannot be separated from the outside world or be fragmented; rather, it must be regularly updated due to the specialist's lifelong commitment to professional development [7].

To realize this type of educational scheme a future specialist must be involved in the complex model of the country's lifelong professional education. Regarding Ukraine's educational system, this calls for significant adjustments in teaching and learning strategies, term and final control procedures, and methodologies for evaluating the output of practical production., etc.

Conclusions.

Therefore, defining the areas, resources, and technologies in the ongoing professional development of specialists required for the European labor market is the main task of European and national levels of professional education in conditions of regional integration and the development of knowledge-based societies.

The progress of the Ukrainian CPD model takes into account both Ukrainian in-service training expertise and proposals from the European educational community.

The significance of this issue affects the need for current research into it. We believe that the topic of techniques and innovative professional development technologies in the European system of tertiary professional education demands special attention.

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